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JNCHC

Journal of the National Collegiate Honors Council

Forum on Current Challenges to Honors Education

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Journal

OF THE National Collegiate Honors Council

CURRENT CHALLENGES TO HONORS EDUCATION

JOURNAL EDITOR

Ada Long

University of Alabama at Birmingham

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CALL FOR PAPERS

The next issue of *JNCHC* (deadline: September 1, 2019) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Risk-Taking in Honors.” We invite essays of roughly 1000-2000 words that consider this theme in a practical and/or theoretical context.

The lead essay for the Forum, which is posted on the NCHC website <https://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/Risky_Honors.pdf?1552674194168>, is by Andrew Cognard-Black. In his essay, “Risky Honors,” he surmises that honors educators almost all encourage their students to take risks. Starting with Joseph Cohen in 1966, a recurrent honors mantra has been that honors students “want to be ‘threatened,’ i.e., compelled to question and to reexamine”; they need and want to question their values and the values of their community. This mandate is now subsumed in the “critical thinking” movement. Cognard-Black challenges us to formulate strategies for implementing this mandate when we know that students have to weigh it against the importance of grades: “higher education is clearly a high-stakes enterprise, and grades are the most visible currency in that enterprise.” The motivation for students to play it safe is real and compelling, so honors educators need to come up with strategies to encourage their students to take risks while at the same time acknowledging the forces that discourage them from doing so. Cognard-Black suggests one method for resolving this tension and dares honors educators to come up with others.

In addition to meeting Cognard-Black’s challenge, Forum contributors might consider other questions such as the following:

- What might be the benefits and liabilities of the “automatic A” policy that Cognard-Black describes, and how could it be modified?
- If teachers reward students for risky behavior, is it really risky?
- Do teachers model risk aversion when they adopt grading or assessment policies that are required by their institution but that they find counter to their values?
- Tenure, promotion, and salary raises are the currency of academic employment in a way similar to the status of grades for students; are faculty members hypocritical when they preach risk-taking to students but play it safe in placing their personal advancement above, say, long-term research projects or commitments to teaching that do not yield such rewards?
- Is critical thinking so fully the lingua franca of the academic world now that it is the safe route for students rather than the risky path of stubbornly holding onto their cultural, intellectual, religious, or political beliefs?

Information about *JNCHC*—including the editorial policy, submission guidelines, guidelines for abstracts and keywords, and a style sheet—are also available on the NCHC website: <<http://www.nchchonors.org/resources/nchc-publications/editorial-policies>>.

Please send all submissions to Ada Long at adalong@uab.edu.

EDITORIAL POLICY

Journal of the National Collegiate Honors Council (JNCHC) is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, discussions of problems common to honors programs and colleges, items on the national higher education agenda, research on assessment, and presentations of emergent issues relevant to honors education. Bibliographies of *JNCHC*, *HIP*, and the NCHC Monograph Series on the NCHC website provide past treatments of topics that an author should consider.

Submissions and inquiries should be directed to: Ada Long at adalong@uab.edu.

DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue)

SUBMISSION GUIDELINES

We accept material by e-mail attachment in Word (not pdf). We do not accept material by fax or hard copy.

The documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), employing internal citation to a list of references (bibliography).

All submissions to the journals must include an abstract of no more than 250 words and a list of no more than five keywords.

There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.

Accepted essays are edited for grammatical and typographical errors and for infelicities of style or presentation. Authors have ample opportunity to review and approve edited manuscripts before publication.

Submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

ABOUT THE AUTHORS

RICHARD BADENHAUSEN is Founding Dean of the Honors College and Interim Provost at Westminster College in Salt Lake City. Currently President of NCHC, Badenhausen is a two-time member of the NCHC Board of Directors, an NCHC Recommended Program Reviewer, and an editorial board member of *HIP: Honors in Practice*. He is the 2014 recipient of Westminster's Gore Excellence in Teaching Award.

ANDREW J. COGNARD-BLACK teaches on the faculty of the honors college at St. Mary's College of Maryland, and he currently serves on the NCHC Publications Board, Research Committee, and Board of Directors. His research interests include the sociologies of higher education, work, and social inequality.

SHANNON R. DEAN is Assistant Professor at Texas State University in the Student Affairs in Higher Education (SAHE) program. She holds a PhD in counseling and student affairs administration from the University of Georgia. Her research interests include student development and learning, multicultural consciousness, and teaching pedagogies.

ANNE DOTTER has held the positions of assistant director for first-year experience and co-curricular programming; associate director of curricular, co-curricular, and engaged learning; and senior academic advisor in the University Honors Program at the University of Kansas. Beyond honors education, Dotter's research interests encompass feminist and critical race media analyses and also the intersection of social justice and the pursuit of individual well-being. Born and raised in Strasbourg, France, she moved to the U.S. (Michigan, then Kansas) while completing graduate work in American civilization at the University of Strasbourg.

LINDA FROST is Dean of the Honors College at the University of Tennessee at Chattanooga and has worked in honors at Eastern Kentucky University and the University of Alabama at Birmingham. Co-chair of the Publications Board and member of the NCHC Board of Directors, Frost is one of the editors of *Housing Honors*.

J. DAVID FURLOW is Associate Dean for Undergraduate Education and Director of the University Honors and First-Year Seminars Programs as well

as Professor of Neurobiology, Physiology, and Behavior at UC Davis. He has been a member of the Davis faculty since 1998 and UHP Director since 2015.

ANNMARIE GUZY is Associate Professor of English at the University of South Alabama, and she is the author of the NCHC monograph *Honors Composition: Historical Perspectives and Contemporary Practices*. A 2015 Fellow of the NCHC, she has served on the NCHC Board of Directors and the Publications Board, and she is currently working on the NCHC-National Association for Gifted Children joint task force on prospective organizational collaborations.

KATHRYN M. MACDONALD is the coordinator of the honors program and a full-time faculty member at Monroe College. She earned her MA in mass media and communication from Fordham University. MacDonald has BA degrees in English, communication arts, and women's studies from the College of New Rochelle, where she was an honors student.

JODI J. MEADOWS, PhD, is the director of the Gordon & Judy Dutile Honors Program at Southwest Baptist University, where she also teaches and advises first-year students as Associate Professor of University Studies in the Clark University Success Center. Her research interest is gifted students in transition to college.

KRISTINE A. MILLER is Professor of English and Director of the Utah State University Honors Program. Her publications include two books and many articles on British representations of the WWII home front and transatlantic representations of 9/11, and she is currently editing an NCHC monograph entitled *Honors Contracts: Insights and Oversights*.

EDDY A. RUIZ, PhD, is the associate director of the UC Davis University Honors and First-Year Seminar Programs. His administration and research focus on the creation of inclusive and equitable learning environments for underrepresented minorities. He received his doctorate in education from the University of California at Los Angeles.

JENNIFER SEDELL is a doctoral candidate in the Geography Graduate Group at UC Davis. She conducts qualitative research on social and ecological systems, with a focus on higher education and agri-environmental governance.

PATRICIA J. SMITH is Interim Dean of the Schedler Honors College and Assistant Professor in Leadership Studies at the University of Central Arkansas. She has worked in honors education for over a decade and has made it a central part of her research with a focus on improving administrative practices.

ART L. SPISAK is Director of the University of Iowa Honors Program and a professor in the Classics Department. He is a past president of the National Collegiate Honors Council (2017) and has been involved with honors education as a faculty member for twenty-two years and as an administrator for over twelve years.

CAROLYN THOMAS is Professor of American Studies and Vice Provost and Dean for Undergraduate Education at the University of California, Davis. She is the author of two books, two co-edited volumes, and over thirty articles spanning higher education, foodways, and the history of technology.

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JENNIE WOODARD is a lecturer in the University of Maine Honors College. She has her PhD in American history with specializations in gender and popular culture of the twentieth century. Her research interests include gender, sexuality, film, television, social justice, and intersectionality.

BETSY GREENLEAF YARRISON, who teaches in the Klein Family School of Communications Design at the University of Baltimore, is the founding director of their Helen P. Denit Honors Program. She serves on the Executive Board of the Maryland Collegiate Honors Council and chairs NCHC's Education of the Gifted Special Interest Section.

NAOMI YAVNEH KLOS is the former director of the University Honors Program at Loyola University New Orleans, former chair of the Honors Consortium of the Association of Jesuit Colleges and Universities, and immediate past president of the National Collegiate Honors Council. In 2020, she will be a Fulbright Scholar at Windesheim Honours College in the Netherlands.

ABOUT THE NCHC MONOGRAPH SERIES

The Publications Board of the National Collegiate Honors Council typically publishes two to three monographs a year. The subject matter and style range widely: from handbooks on nuts-and-bolts practices and discussions of honors pedagogy to anthologies on diverse topics addressing honors education and issues relevant to higher education.

The Publications Board encourages people with expertise interested in writing such a monograph to submit a prospectus. Prospective authors or editors of an anthology should submit a proposal discussing the purpose or scope of the manuscript; a prospectus that includes a chapter by chapter summary; a brief writing sample, preferably a draft of the introduction or an early chapter; and a *curriculum vitae*. All monograph proposals will be reviewed by the NCHC Publications Board.

We accept material by email attachment in Word (not pdf).

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the NCHC Monograph Series:

Dr. Jeffrey A. Portnoy
General Editor, NCHC Monograph Series
Honors College
Perimeter College
Georgia State University

jportnoy@gsu.edu

NCHC Monographs & Journals

Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of "best practices."

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

Breaking Barriers in Teaching and Learning edited by James Ford and John Zubizarreta (2018, 252pp). This volume—with wider application beyond honors classrooms and programs—offers various ideas, practical approaches, experiences, and adaptable models for breaking traditional barriers in teaching and learning. The contributions inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Honors education centers on the power of excellence in teaching and learning. Breaking free of barriers allows us to use new skills, adjusted ways of thinking, and new freedoms to innovate as starting points for enhancing the learning of all students.

Fundraising for Honor\$: A Handbook by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

A Handbook for Honors Programs at Two-Year Colleges by Theresa James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

Honors Programs at Smaller Colleges by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

Housing Honors edited by Linda Frost, Lisa W. Kay, and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

If Honors Students Were People: Holistic Honors Education by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

Occupy Honors Education edited by Lisa L. Coleman, Jonathan D. Kotinek, and Alan Y. Oda (2017, 394pp). This collection of essays issues a call to honors to make diversity, equity, and inclusive excellence its central mission and ongoing state of mind. Echoing the AAC&U declaration "without inclusion there is no true excellence," the authors discuss transformational diversity, why it is essential, and how to achieve it.

NCHC Monographs & Journals

The Other Culture: Science and Mathematics Education in Honors edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (First Edition, 2010, 272pp). This monograph explores an experiential-learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks edited by Heather Thiessen-Reilly and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential-learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

Preparing Tomorrow's Global Leaders: Honors International Education edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

Setting the Table for Diversity edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latina/o, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Writing on Your Feet: Reflective Practices in City as Text™ edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs *Place as Text: Approaches to Active Learning* and *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education*, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

Journal of the National Collegiate Honors Council (JNCHC) is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

Honors in Practice (HIP) is an annual journal of applied research publishing articles about innovative honors practices and integrative, interdisciplinary, and pedagogical issues of interest to honors educators.

UReCA, *The NCHC Journal of Undergraduate Research and Creative Activity*, is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <http://www.nchc-ureca.com>.

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Richard Badenhause

Congregational Honors: A Model for Inclusive Excellence
Naomi Yavneh Klos

Taking on the Challenges of Diversity and Visibility: Thoughts from a Small Honors Program
Kathryn M. MacDonald

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